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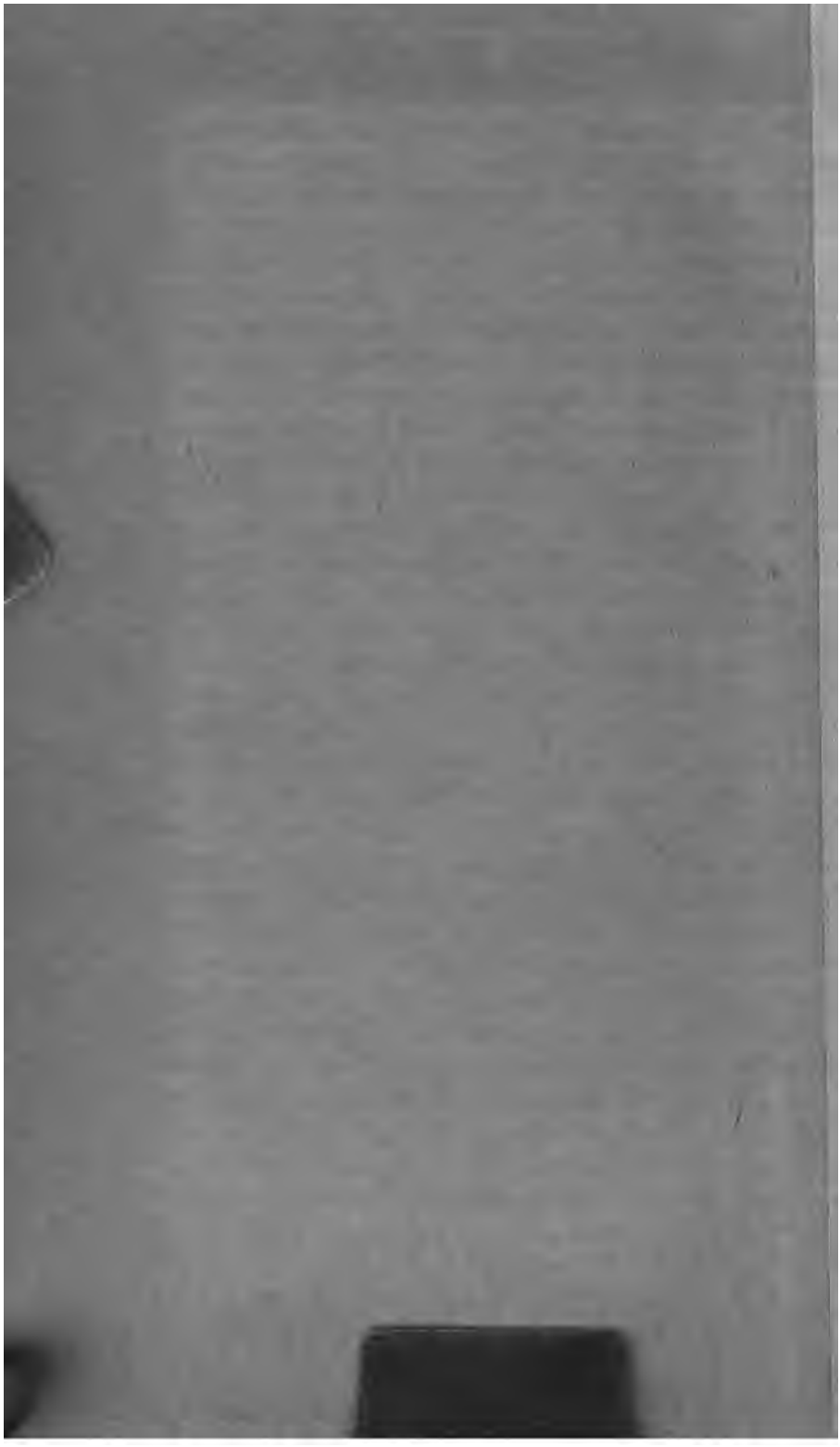

The University

MEMORIAL

OF

THE TRUSTEES

OF THE

UNIVERSITY OF MARYLAND,

AND THE

TRUSTEES OF BALTIMORE COLLEGE,

TO THE

LEGISLATURE OF MARYLAND.

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MEMORIAL.

To the Honorable the General Assembly of Maryland:

The Joint Memorial of the Trustees of the University of Maryland, and the Trustees of Baltimore College.

Your Memorialists, reverting to the various legislative acts by which the State of Maryland has manifested her concern to foster the great interests of Education within her limits, approach her legislature with the purpose of drawing its attention once more to this subject, with a confidence inspired by a review of its past measures, and with the expectation that what remains to be done, in order to attain all the objects originally proposed, will be done with cheerfulness and effect. Among the liberal provisions of the state to this end, was the establishment and endowment of the University of Maryland in its principal city. This measure, and the liberal pecuniary appropriations which followed it from the hands of the State, have resulted in a Medical and a Law school, both in practical operation, and both destined, it is hoped, to fulfil, in the diffusion of their appropriate science, the liberal views of the legislature. Large and commodious edifices have been erected; philosophical apparatus provided; and various other accommodations gradually accumulated, in furtherance of the design of establishing a University, in the true and enlarged sense of that term.

As was natural, and as might have been expected from the condition and necessities of the population of a young country, the first success of these efforts has been manifested in the departments of Medicine and

Law, the most necessary, and of the most obvious practical utility. In this particular, the progress of University Education in this State would seem to justify the preponderance given in the universities of the older Continent, those at least of more ancient date, to studies connected with the three great scientific professions of Divinity, Medicine and Law. But, of late, new views have been taken, both at home and abroad, of the subject of university education; and either new institutions have been founded, or old ones remodelled, conformably to these views; views founded themselves on the altered condition both of society and science. This interesting topic will be returned to hereafter; it is only adverted to, at this time, as affording an opportunity to remark, that the constitution of the University of Maryland coincides with the spirit of these improvements, and its organization may be expanded, as need may be, in conformity with these more enlarged views of education. Nevertheless, the Faculty of Arts and Sciences in the University, a department embracing within its scope the great body of modern science, as well as those liberal studies in mathematics, in the languages, in letters, and in morals, which are universally deemed the basis and the portal of all other education,—has remained unorganized until recently, when the attention of the Trustees has been drawn by various circumstances, which will be detailed presently, to the high importance of giving body and shape to this principal feature in the design of a State University, and which was undoubtedly, also, a principal aim of the legislature when it established and endowed it.

In the prosecution of this object, the Trustees proceeded to fill such chairs of the Faculty in question, as had either remained unfilled, or had been vacated by various accidents. These chairs, as at present constituted, are the following: of Ancient Languages, of History, of Po-

litical Economy, of Natural Philosophy, of Mineralogy and Geology, of Natural History, of Rhetoric and Belles-Lettres, of Moral and Intellectual Philosophy, of Botany, of Mathematics, and of Chemistry applied to the Arts. These professorships embrace, as was remarked, a large range of studies, both important to education in general, and necessarily preliminary to a successful subsequent pursuit of such as are more immediately professional. It was obvious, however, to the Trustees, that in order to render the course of lectures contemplated by these various chairs duly profitable to students, a previous course of elementary instruction would be required. They contemplated, therefore, the organization of a Collegiate Department, immediately dependent on the University, in which students might receive such elementary instruction, attending at the same time the lectures of the various chairs of the Faculty of Arts and Sciences, accordingly as they advanced from class to class in the collegiate course. Passing afterwards to the studies connected with the Law or the Medical Department, the student might thus be enabled to complete his entire education in the bosom of a state institution, instead of going for that purpose, as the habit is, to universities or colleges remote from home.

Many years ago, the state had founded and endowed a collegiate institution in the City of Baltimore, under the name of "Baltimore College." This seminary has subsisted ever since, and many of the youth of the city have been educated in it. It was empowered also to grant the usual degrees, and it was hoped that it would, together with the other valuable seminaries of education in the same city and in the state, become adequate to the wants and wishes of our citizens in this particular. The celebrity, and, in some cases, the superior existing advantages of other institutions, have hitherto prevented the accomplishment of this object. It has been suggest-

ed, however, that a union of this institution with the University of Maryland, might be advantageous to both: to the University, by furnishing the necessary collegiate department, under its immediate supervision and control; to the College, from enlarging its sphere of instruction by this assumption of it into the University, at which, as before remarked, its pupils might attend while in their collegiate course, and to which they might finally be transferred when that preliminary course was completed. The Trustees of the respective institutions, after considering this subject with much attention, are inclined to view it in the same light; and the measure now only awaits the decision of your honorable body, in order to be carried into effect.

It is proposed, with the consent of the legislature, that the charter of Baltimore College shall be surrendered to the state, on condition that the property belonging to the College shall be invested in the Trustees of the University of Maryland with a special provision that the amount thereof in value shall for ever hereafter be carefully appropriated by them to the support and accommodation of the collegiate and academical departments of the university; that is, that the property itself, or the proceeds of the property, (should it be deemed adviseable to dispose of it,) shall be exclusively applied to the accommodation and benefit of those students of the university who are pursuing the appropriate elementary and classical studies pointed out in the collegiate or academical course connected with the organization of the Faculty of Arts and Sciences. Such a surrender contemplates, of course, the assumption by the trustees of the University of Maryland of all the present responsibilities for debt of the trustees of Baltimore College; and the University will be required, by the terms of the surrender to take in charge the interests of education as fully the same devolve on the trustees of Baltimore Colle;

It is believed that all the ends will, by this measure, be answered to the community, which were proposed in the grant of the charter of Baltimore College; that, indeed, they will be much more effectually answered, by means of the more liberal patronage that may be expected in consequence of this extension of its original scheme of instruction. The Collegiate Department, thus organized, went into operation on the 3d of January instant.

Your Memorialists entertain the hopeful expectation that the organization of the Faculty of Arts and Sciences, connected with the arrangement just detailed, will thus accomplish a principal object contemplated by the State of Maryland in the foundation of the University bearing its name. They conceive it of high importance, that a state which has not been behind the other members of the Union in promoting the great cause of education, by the erection and endowment of elementary free schools, of academies, and of colleges, should also contain within its bosom a university so constituted and endowed as to furnish to its youth the means of education in the whole circle of letters and science, in at least the same degree as other institutions in sister states. The course of studies contemplated in the Faculty of Arts and Sciences will embrace those topics of education which are not usually comprehended in collegiate courses, at least not in so extended and ample a degree, and which are essential nevertheless to complete that elementary and general education which ought to be considered preliminary to that which is strictly professional. The College and the University thus allied, will furnish many mutual aids, as will be seen when the course of instruction which it is designed to adopt, shall be considered more in detail. It may also be anticipated as a natural result of thus perfecting the scheme of education within the state, that very beneficial effects will be produced on the humbler, though not less neces-

sary parts of the system; and that a new vigor will be imparted to that class of seminaries which the endowments of the state have already put into partial, and only partial, operation.

Your Memorialists would draw the attention of your body for a moment to the measures which have been taken in the useful design of diffusing education in Maryland; both to demonstrate the importance which was attached to it in the view of preceding legislatures, and to indicate the nature and extent of the plan which seems to have been conceived necessary in order to attain the object in the most enlarged and effectual way.

By a supplement passed at the December session, 1813, ch. 122, to the act of November session, 1812, ch. 79, it was enacted, that, after the 1st of January, 1815, each incorporated bank of the state should annually pay to the Treasurer of the Western Shore the sum of twenty cents on every hundred dollars of capital stock, and that the sums so received should be invested in stock of the Commercial and Farmers' Bank of Baltimore, and the Mechanics' Bank of Baltimore, together with the dividends arising from such stock, the same to constitute a fund for the establishment of Free Schools, which, with its accumulations, was inviolably pledged for that purpose, to be equally divided among the several counties of the state.

To this fund the legislature has since added the money returned by the United States' government to this state on account of interest on disbursements made during the late war; and the sum of $65,000, part thereof, has been invested in stock or placed at interest. The income derived from the aforesaid tax and fund is stated in the report made at December session, 1829, to the House of Delegates by its Committee of Claims, to have been $27,361 for that year; and the payments and appropriations made from the ordinary receipts of

the state, for donations to colleges, academies and schools, are in the same report stated to be $15,150, which, with $24,101, part of the income derived from the above mentioned tax and school fund, make an aggregate sum of $39,251 disbursed by the state to colleges, academies and schools during that year. More than the interest on a capital of $650,000 is thus bestowed by the state on the important object of education, so far as it depends on the free and other elementary schools, academies and colleges. In this brief review, not intended to be precise, but only to exhibit the spirit and views of our state government in regard to education, it is unnecessary to do more than mention the endowment also of St. John's and Washington Colleges, in Annapolis and Chestertown, institutions well known, and where much of the talent of the state has been fostered and developed. The benefactions of the state have been on a corresponding scale of liberality to the University of Maryland.

In 1807 a lottery was granted to raise the sum of $40,000, with which the medical buildings were commenced, and prosecuted till 1812, when, on the accession of the other faculties, a further privilege was granted for raising $100,000. Moneys were successively raised on these grants, till a sum amounting to $77,000 had been raised, which, with $30,000 advanced by the state, and further sums borrowed and disbursed by the medical professors, forms an aggregate amount of more than $117,000 that has been applied to the purchase of ground, and the erection of the medical and infirmary buildings, and to provide a library, museum, apparatus and furniture therefor;—which sum has been applied to these objects in the following proportions:

For the lot on which the medical buildings stand, with the enclosure thereof, . .	$15,600
For the said buildings, . . .	65,000

For the chemical apparatus, . . .		8,300
For the medical library, &c. . .		2,600
For the anatomical museum, . . .		8,000
		99,500
For the Infirmary building, .	$15,000	
For the furniture thereof, . .	2,500	
		17,500
		$117,000

Until 1823, however, none of the other faculties contemplated by the act of 1812 were brought into actual operation. In that year the Law Professor commenced his lectures, and has continued them ever since; but no appropriation was obtained for him until 1826, the period when trustees were substituted for the regents in the government of the University, and when the legislature undertook to direct the application of the balance of the sum of $140,000, for raising which a privilege had been granted as above mentioned. At that time $14,000 were appropriated to the uses of the law chair, as one of the chairs in actual operation, being a share proportional to the sums which had been expended. Of this sum, $5,000 have been paid to the professor for his law library, which is now the property of the University, and the balance has been invested by the trustees for the purpose of hereafter erecting the necessary buildings for this department. In the mean time, the trustees pay annually $400 for the rent of a building suitable to the purposes of the law chair. The further sum of $7,000 has been raised with the view of paying to the medical faculty certain disbursements made by them for the Infirmary, and thus completely vesting the title in the trustees. By the same act, an appropriation of $6,500 was made to the chemical chair, and 2,500 were placed by the trustees at the disposal of the professor of that

chair, that he might proceed to Europe, and there enlarge the apparatus of chemistry and natural philosophy. This apparatus is now complete. It will be observed that of the whole of this fund, only $2,000 have been specially applied to the Faculty of Arts and Sciences; and it is needless to remark to your honourable body, that of a department of so wide a range, embracing nothing less that a complete system of general science and letters, such a sum is scarcely adequate to fix the first foundations, with any reasonable hope of ultimate success.

Such considerable funds having thus been expended on the faculties of medicine and law heretofore in operation in the University, and accommodations provided in buildings and otherwise, (augmented by the junction of Baltimore College,) which will subserve the convenience of other faculties, as well as those of law and medicine, it is submitted to the wisdom of the legislature to lend its aid in such manner as may seem expedient, to complete the whole scheme of the University, and thus establish in the most populous and central city of the state a seminary of general, as well as professional learning, attractive, from the extensiveness of its course of instruction, both to the youth of the state, itself, and of other parts of the union. The design, if successful, would conduce to the prosperity of the institutionary seminaries of education on the one hand, and of the professional schools on the other. A variety of important considerations combine to recommend this subject to the serious attention of the legislature.

The topic of education has of late attracted great interest both at home and abroad, among all classes of society, and from some of the best talents and wisdom of the age. It presents itself in two aspects, both highly important; its general diffusion, and its accommodation to the altered condition both of science itself and of society. At no remote period, learning, like pro-

perty, was in a few hands, and inaccessible to the great body of the people, from the conjoined causes of their own depressed condition, and of the restricted circulation of the vehicles of thought. A happy revolution in the state of society has elevated the general condition of the labouring class; the middle ranks have grown up into opulence and consideration. In the mean while, the boundaries of knowledge have been extended; new sciences have been created; the physical ones especially, which have contributed so largely to the improvement of the useful arts, form a body of knowledge peculiarly appropriate to the large class engaged in the occupations connected with these. The extension of commerce has originated a new science embracing its principles, and has added to the study of modern languages a practical value independent of that which they possess as repositories of their respective literature.

The ancient universities and elementary schools of Europe, founded before these accessions were made to the stock of human knowledge, failed to answer, in many instances, from their organization, the new demands thus created in the department of education. The first improvements were made in the continental institutions, in those of France first, which were imitated by those of Germany. Scotland is entitled to the next praise on this point. The principle of these improvements was, to modify and extend the course of education conformably with the additions and the improvements which had been made in science, and with the requisitions of the large class of students other than those intended for the three learned professions of divinity, medicine and law, to which the aims of these institutions had originally been chiefly, almost wholly confined. The English universities, as likewise the great schools of that country, have lagged much in th rear of these innovations; and a comparison of the

course of instruction with that pursued on the continent,—for example, in the Polytechnic school at Paris, (whose name denotes its design and plan,) and in the German universities,—would best exhibit the nature of the improvements which have been alluded to above. While the course of education in the great schools of England is confined to the mere acquisition of Latin and Greek, to which the course of instruction in the universities themselves (the public course at least,) adds only more Latin, with some mathematics; that of the schools, the colleges, and the universities of France and Germany embraces all the various branches of the moral, mathematical, and physical sciences, as these have been extended or improved by modern research and discovery.

The complaints which are urged against the system of the English universities may serve to show what, in the opinion of the objectors, who number among them some of the highest names for intelligence in England, should form the features of a system really adapted to the wants of modern society, and to the expansion of modern science. Without descending to details unnecessary to our purpose, it may be remarked that, in the first place, their organization excludes from any participation in their benefits, (such as they are,) not only the class of artisans and merchants, but even the larger proportion of all the middling classes. Little of the knowledge requisite to the practical purposes of life, of those sciences which have been created or greatly enlarged in the present age, nay, even of polite letters and the liberal arts, is comprehended in their public course of instruction. It is an extraordinary fact, too, that of the three learned professions, they offer adequate inducements to the students of divinity alone. Those of medicine and law resort to London or elsewhere. In this respect they are singularly contrasted with the

continental seminaries of learning. These defects in the two great universities have conduced to the erection of other institutions; of Mechanics' Institutes, for example, and of lectures, intended to instruct the artisan in the philosophy of his art. They led likewise to the scheme of the new London University, where both general education might be conducted on a plan more enlarged and practical, adapted also to such as are not designed for the learned professions; and where the students of these last, the law and medical at least, might pursue the studies which, oddly enough, flourish neither at Oxford nor Cambridge.

The same wants in that part of our own population which is not destined to a learned profession, have suggested some alterations of a like character in the colleges of our own country. This was one of the topics agitated at the Literary Convention held lately in New York. The same cause has given rise to our Mechanics' Institutes, to Lyceums, and other establishments for instruction. Here, as in Europe, the principle aimed at by the alterations projected, is to afford to youth that course of instruction which may best prepare them for their peculiar occupation; to the mechanic, for instance, some knowledge of those elements of mechanical science which may make him an intelligent workman; to the agriculturist, an acquaintance with those discoveries in chemistry which bear upon agriculture; to the merchant, a familiarity with those great principles which regulate the commerce of the world, and with the languages of the foreign nations with whom his traffic may lead him to some intercourse. It seems better, on the ground of expense, to modify the course of instruction in our colleges conformably with these objects, than to erect another and independent class of seminaries, such as the mechanics' institutes, lyceums and lectures. We may thus attain, in some instances, the

ends of these valuable institutions; in others, we may promote their aims, and lend them valuable aids.

It is apparent from this hasty view of a subject whose details would lead us into too great length, that university education, according to the enlarged modern understanding of it, should embrace the following requisites. It should afford, in an academic and collegiate course, the means of that general education, classical, literary and scientific, which is preparatory alike for all professions; next, such instruction as a particular occupation, though in none of the learned professions, may require or recommend; and, lastly, such an institutionary course, and such other facilities, as are demanded for the pursuit of the learned professions. At present, these several objects are attained in this country in distinct institutions. The classics, with the other elements of education, are taught in the ordinary schools and academies, from which the student is transferred to the colleges, to complete his acquaintance with the classics, and to learn the higher branches of mathematics, and some parts of the physical sciences. For law, medicine and divinity he resorts again to other schools. For such instruction as is appropriate to professions not learned, which embraces very interesting portions of physical science, he must depend on private study, on the lectureships established by individuals in some of our towns, and on the lyceums and mechanics' institutes which are found in others.

In the city of Baltimore, where a large portion of a rapidly increasing population is destined for mechanical or mercantile pursuits, the demand for the latter of these three sorts of education has originated a very useful institution, the Mechanics' Institute of that city. Some courses of appropriate popular lectures have been delivered in it by gentlemen since appointed to chairs in the lately organized Faculty of Arts and Sciences in

the University of Maryland. These lectures have been resumed the present winter, and are numerously attended by the class of persons for whose use they are particularly designed. This is one instance among many of a demand in an important class of our population, for a kind of instruction either not furnished it by the ordinary seminaries, or else not conveniently accessible to it. There is no doubt that there are many others who would seek this channel of instruction, especially if these lectures were multiplied so as to embrace other topics, whether of science or literature, of popular interest and usefulness. By opening to this valuable institution cheap access to the lectures of the University, in which the Faculties of Law and Medicine are already in operation, and to which, with the consent of the legislature, it is proposed to unite Baltimore College, as a Collegiate Department, under the control and supervision of the University Faculty of Arts and Sciences; a course of education comparatively enlarged and complete, embracing at least all the branches, both general and professional, now pursued at various, and often distant institutions, and adapting itself, from its intended plan, to the wants of particular classes, might, as has already been remarked, be found within the limits of a single university, in the midst of a populous city, which of some branches of professional science, the medical certainly, appears to be the proper, and almost the only home.

Many reasons unite to make this object desirable. It is important to the large population already collected and constantly augmenting, and likely hereafter to be still more rapidly augmented, in the third city of the union, which comprehends also perhaps a sixth part of the whole population of the state. It is not illiberal, withal, to wish that our own youth might be provided with the means of education within our own state. It

is not sanguine to anticipate that to an institution in the centre of the union, and otherwise favorably situated, numbers would be attracted from other quarters. It is believed, moreover, that the situation of the University in a large town will, independently of its utility to the resident population, be attended with various advantages and facilities to every branch of the institution itself: and though this be contrary, perhaps, to the opinion and the usage in England and in this country, it is conformable to the practice on the Continent, and justified besides by many satisfactory reasons.

These are sufficiently apparent as regards the Medical School. The want of large hospitals elswhere, and the difficulty of procuring subjects for anatomical dissections, seem almost necessarily to confine schools of this description to large cities. It is in them, too, that teachers of the largest knowledge and experience are found, as it is in them only that eminent talents and knowledge can be adequately rewarded by lucrative practice. The latter reason is applicable also to law schools, to which the presence of the courts of justice, and the opportunity of seeing the conduct of business, are valuable advantages. The law schools are in London, says a popular English journal, because the courts are there. Not above a hundred of the physicians now practising in England, have graduated at Oxford or Cambridge, nor above six of the six thousand members of the College of Surgeons. The same thing is true of the greater part of the practitioners of law; yet in those celebrated universities there are both law and medical schools of ancient existence.

Again, if it is desirable to extend some branches of modern university and college education to merchants and artisans, it is also desirable that the seminaries themselves be established in large towns, where the pupils from those classes of society are collected in the great-

est numbers. Though these may be unable to encounter the expense of money and time required by our ordinary collegial course, they could profitably, and would gladly, avail themselves of some branches of scientific, and also of literary instruction. The eagerness with which they frequent the lyceums and the mechanics' institutes, has already been cited to prove that to this large and important class of our communities the remoteness of the higher seminaries is a sensible evil, which they would gladly alleviate by means of instruction on the spot of their usual occupations.

Nor is the advantage very obvious of removing the seminaries for mere classical instruction, to situations remote from great towns. It certainly seems an object not to be overlooked by parental solicitude, that as few as possible of the youth frequenting them should be removed from its immediate supervision. The habit of sending these from home, to consort in numbers during the most critical years of life, produces such consequences as might be expected. These "solitary haunts of the muses" have their full portion of riot and low debauchery. On the contrary, a large number of the students at the university thus established in our most populous town, would, as they reside on the spot, still retain the benefit of that parental influence whose moral and gentle force is ill supplied by the more rigorous discipline of a college, even were it effectual. Of those, likewise, resorting from other parts of the state, many more would be under the roofs, or within the superintendence of relatives, than are likely to be so in the more remote institutions in other states. Even the portion coming from a greater distance, and therefore without this advantage, would probably find in the large and various society of a town, and even in its amusements, less dangerous and debasing recreation than in secluded seminaries, to say nothing on the score of manners and refinement. The State of Maryland, in establishing the

ancient seminaries of St. John's and Washington Colleges, wisely placed them in those towns on the Eastern and Western Shore which were the most central in position, and which were then also the most populous in those respective divisions of the state. A similar policy now recommends for the same purpose the populous commercial emporium which has sprung up in its bosom, and to which access is easy from every district of Maryland. It has been objected, indeed, to those schools, the German and Scotch universities, for example, where the pupils are not collected into colleges, but reside in the towns, that they are inconsistent with due discipline. On the contrary, the assemblage of great numbers of youths, at an age the most critical and presumptuous, within the walls of a single seminary, is more likely to expose them to the evil influence of mutual example, to turn their ill directed *esprit du corps* into improper combinations for resisting the authorities, and bring them into collisions with these on such ignoble topics of complaint, their commons for example, as now and then disturb and disgrace colleges established on that plan. The insubordination, moreover, which manifested itself in the German universities at the conclusion of the late continental war, had its root, as is remarked in an eminent English Review, in the political feelings and bitter party spirit engendered by peculiar circumstances of the period; and the disturbances which arose in the Scottish universities on the banishment of the Stuarts, were paralleled by those on the same occasion at Oxford, where an opposite organization subsisted. At Cambridge, in the same country, the students are allowed to reside in the town, without any obvious injury to discipline. Though a late English traveller in Germany has drawn a very unfavorable picture of the universities there, and though amidst such large assemblages of youth some extravagances may be committed, yet, as is remarked by a writer in one of our principal reviews,

who had probably every opportunity to know, Germany surpasses all other countries both in the number and excellence of her universities, and the greater part of the students pursue in their closets "the pure delights of intellectual improvement." There is no reason to doubt, therefore, that their system, the professorial, as it is called, in opposition to the collegiate, is perfectly consistent with the watchful superintendence of the teacher, and his intimate acquaintance with the progress of each individual. The comparative unsuccessfulness of the new London University has also been objected; but whoever recollects the array of aristocratic and party prejudice against that institution, and the opposition it encountered from those who were the ill disguised enemies of popular instruction, will see other sufficient causes for this failure, if it be such, though a late official exhibition of the state of that University, which has been examined by your memorialists, indicates no such result. The immediately subsequent effort to establish King's College in the same metropolis, a rival institution under the patronage of the aristocratic and high church party, serves to show what the true grounds of objection were.

In the event of establishing successfully the University of Maryland on the plan proposed, important advantages would arise from the concourse of many minds brought together with the common aim of prosecuting learning. It has been observed by one of the many popular writers on this subject, that the object of a university is to blend the various elements of which society is composed; to soften prejudices arising from distinct occupations; and promote that exchange of ideas which is most rapid when persons, possessing in common some general information, are at the same time engaged individually in distinct pursuits. The mind of Washington seems to have duly appreciated these useful effects. It was his wish to see established at some central point of the country, a university in which youths

from all parts might be educated in all the branches of polite literature, in arts and sciences, in the principles of politics and good government; and where they might free themselves from prejudices by association in early life.

It will be seen from the laws of the Collegiate Department, submitted with this memorial, that a part of the College course of study contemplates attendance by the pupils on the lectures of the Faculty of Arts and Sciences. This suggests some remarks on this mode of communicating instruction, the prominent one in medical and law schools, and the only one contemplated for such other attendants on the University, as may not be pupils in the Collegiate Department.

Oral instruction, before the invention of printing, was the principal mode of communicating knowledge. It has been urged sometimes that the subsequent multiplication of books has rendered lectures no longer necessary, and that private reading and the private tutor now accomplish the object of instruction more effectually. In fact, a great part of the education at the universities and even the great schools of England, is derived from private tuition, and not the public course; otherwise the business of instruction would be performed there very imperfectly indeed, as not only the chairs devoted to professional learning are wholly inactive, but even those comprehended in the faculty of arts. A very different plan has been pursued in the universities of France and Germany, and with reason, one would think, as undoubtedly the advantage derived from the subdivision of labour is not less in literature than in the useful arts. If the duty of the lecturer were confined to the reading of text-books, the text-book, read in private, might no doubt supply his place. His duty, however, is of a very different, and much higher sort. In the expanded condition of modern

learning, it may well employ all the capacity, and satisfy the ambition of a single individual, to select one science, and discover its multiplied relations with others; to learn what the eminent have already written; to digest what is valuable in their works into a condensed form, and to add original ideas and comments. Lectures, says the same American journal before quoted, "are the very soul of instruction in Germany, and the spring of the rapid success and celebrity of her literary institutions;" while the neglect of oral communication "has frustrated all attempts to render philosophical pursuits popular at Oxford and Cambridge." The emulation of a popular lecturer before his audience, unconfined to a text-book, must produce an effect ill supplied by any private study of the learner, who, in such case, must find his way in the dark, extracting principles as he can from the accumulated tomes which embarrass his progress. In fact, the private tutors who at the English universities supply the place of public instructers, are a kind of professors, as in the larger colleges they usually form private classes, to which they deliver lectures of an intermediate character "between the familiar conversation of a private tutor, and the didactic discourses of a public professor." But besides the expense of this plan, it involves the further objection, that, as these tutors must necessarily direct their attention to very various topics, all the benefit is lost that arises from the undivided attention of one mind to one department of knowledge, stimulated as it is in the public lecturer, by the sympathy of his audience, and by mutual emulation. "It is," says the American writer just quoted, "by means of that academical art," (the art of oral instruction in public lectures,) "that the branches of theology, law, logic, philosophy, mathematics, history, general literature, natural history, belles-lettres, are and must be communicated." In the elements, indeed, of

some of these, as will appear from the college course, the student will be instructed in the collegiate department, that he may attend with more advantage the lectureships on these subjects comprehended in the plan of the university. A few words may properly be added here as to the topics of learning embraced by this plan, and especially as to the value of the professorships of physical science, and of some other branches of knowledge included in the scheme.

Much as the bounds have been enlarged, and the value increased, of the physical sciences, the trustees are far from attaching to them a preponderance over classical and literary learning. Their collegial course embraces at least as extensive a field of classical instruction as that of any like institution in this country. The neglect of the physical sciences, and of the knowledge more immediately appropriate to the practical business of life, in the too exclusive attention which has been bestowed on classical learning in the English schools and universities, has caused public opinion in that country to react perhaps too strongly against the latter. That objection is less applicable to the colleges in our own country, nor is classical learning likely to be here pursued to excess. It is certain that in developing the faculties, in imparting a strain of general and generous thought, in refining the diction, and elevating the fancy, its advantage as a part of that general preparatory education which is preliminary to all higher acquisitions, and to professional studies, has not been overvalued. An influence not less powerful, in imparting the faculty of combining and reasoning, is ascribable to the early pursuit of the mathematical sciences, of which the elements are taught in the collegiate course, and for the more enlarged study of which provision has been made in the erection of the Mathematical Chair of the university.

In regard to the chairs of Natural Philosophy, Mineralogy and Geology, Natural History, Botany, and Chemistry as applied to the arts, it may be observed, that the application of the physical sciences to the useful arts has more promoted the practical interests of life than any other effort of human understanding. The more modern organization of university education has a principal reference to these studies. Ample provision is made for them in the French and German seminaries, and to the neglect of them is partly to be ascribed the small comparative usefulness of the great English universities. It is not necessary to insist on the particular benefits of each. Natural History is highly recommended by Bacon and Locke; Geology, by its striking discoveries still more than its novelty, has drawn audiences even at Oxford and Cambridge; and Chemistry applied to the arts, suggests by its name alone its popular usefulness and attractiveness. The successful establishment of all these chairs would much promote the prosperity of the medical school. It is observed by an English writer, that "if physical science, if experimental philosophy, if chemistry and comparative anatomy had been pursued with that ardour which we might have expected in the chief literary and scientific seminaries of Great Britain; if botany and zoology had been cultivated there with a view to the science of organization; the body of medical students could never have been reduced in them to their present insignificant numbers. Of these branches of science several, it is apparent, are immediately useful to the laborious professions; and all of them, together with the remaining chairs of History, Political Economy, Belles-lettres, and Moral and Intellectual Philosophy, are interesting to that large class that must exist in every populous community, who are ambitious of general knowledge. The professor of Theology in the university will deliver stated lectures,

to such students as desire to attend, on the general topics of Natural Theology, and the Evidences of Christianity.

Some curiosity in observing physical phenomena, and examining into the works of nature, is observable in most persons, especially in the young. This tendency, directed by systematic instruction, may be rendered available to the acquisition of highly valuable practical knowledge to such as are engaged in mechanical employments, and of liberal pleasure to a different class. For the numerous persons of both sorts, who have either not the opportunity or not the taste for classical attainments, the physical sciences, as furnishing one more kind of discipline for developing the faculties of the mind, are not to be neglected in a system of education having regard to the whole body of society. It is most important, in a country where an indirect share in legislation belongs to the mass of the people, and where, in the progress of the arts and wealth, large bodies of the working classes begin to be accumulated in great towns, to provide for them modes of intellectual amusement, and to have ascertained, as has been done, that the lyceums, the institutes and the lectures may be made to take, in this respect, the place of the tavern and the ale-house. Besides the natives of our cities, "young men are constantly pouring in to supply the demand for industry and talent, or with a view to amusement, whom it is important to supply with pursuits which may abstract them from the allurements of vice."*

For these reasons it is desirable to see scientific institutions created in our cities, which should not, as some of our colleges do, strictly confine their instruction to their own pupils, and jealously exclude such as wish to pursue a partial course. The plan of the University contemplates an opposite procedure, which will

* Am. Quart. Rev. Sept. 1829.

exert, it is believed, a useful influence both on the public and the teachers. It is intended, by opening the lectures to all classes, and by permitting every one to select from the course of instruction furnished there, such branches as may be indicated by his occupation or by his choice, to render the institution as accessible, as popular, and as flexible to the public wants in this respect, as possible. The tendencies of minds are as various almost as the objects of knowledge; and every system of education must be regarded as erroneous which, forgetful of the differences which arise from the original constitution of individual minds, the tastes inspired by accidental circumstances, or the habitual contemplation of a particular profession, thus neglects, in effect, to avail itself of so many impulses by which the higher powers of the intellect may be brought into activity. "In Paris, the public lectures are attended by hundreds of all classes, ages and countries, and the perpetual stimulus that is thus kept up, accounts in no small degree for the celebrity of the teachers of that metropolis."* The professor, thus drawn from his academic solitude into the world, will be less likely to adhere to any beaten path of science, and more incited to follow the career of its improvement. Nor must it be lost sight of, that it is to great towns, where it may expect, from other fields of literary or professional employment, the most lucrative rewards, that the highest talent will naturally resort, and be found to fill the chairs of letters or of science. It is only under these circumstances that professors can be so remunerated that, in the language of Bacon, "the ablest man may be content to appropriate his whole labour, and continue his whole age, in that function."

* Am. Quart. Rev. Sept. 1829.

There is an obvious and particular inducement, moreover, for organizing a general seminary of learning in Baltimore, in the fact already noticed, that, by the liberality of the state, many important accommodations and aids both to science and learning have already been successively collected in the University in partial operation there. As experiments are indispensable to the exposition of medical science, and as, with this view, anatomical theatres, hospitals and other clinical institutions, establishments for the practice of obstetrics, and collections of pharmaceutic specimens, for the illustration of the materia medica, are instituted in medical schools; so experiments are either necessary or valuable for the physical, and some of the mathematical sciences. Observatories are wanting for the study of astronomy; natural philosophy, and some other physical sciences, require an apparatus, instruments, and adequate collections of natural curiosities; chemistry can be effectually studied only in a laboratory, and botany in a botanical garden. As by former donations of the state, many of these aids already exist, to a great extent, in the University, so others can nowhere be added, so profitably to the public, and at so little expense, as in a large town, where, besides, the want of a sufficient library in the institution can best be supplied by resort to private or public collections. It is possible that an arrangement might be made with the proprietors of one of the latter, by which its very excellent collection might be made available to the University.

Your Memorialists are deeply persuaded that the highest interests of the state are involved in the education of its citizens; and they are as deeply persuaded that she will be far from having gained this object by the diffusion of mere elementary instruction by means of the institutionary seminaries, however valuable these

may be in their appropriate sphere. It is an important point, only attainable by fostering the higher seminaries of learning, to send abroad into this field of primary and elementary instruction a sufficient number of teachers adequate, in point of learning and morals, to the delicate task they are charged with. Not only in the elementary schools, but in those of the next highest order, it is to be lamented that the *price* of this sort of labour, rather than its *value*, is often the inducement in the choice of the teacher. If the state would have this field of education produce the expected fruits, it must be properly irrigated, so to speak, from reservoirs of learning of a high elevation, from which the fertilizing waters of knowledge may flow down with due force and abundance. But while a humane and wise policy will always seek to elevate the condition of the labouring classes, by whatever may promote their ingenuity, and increase their moral and physical comfort, the inevitable circumstances of all human societies, even the most republican, confine the greater body of the people to pursuits which preclude the acquisition of liberal thought, or enlarged notions of the relations of society and government. If we would prevent, therefore, the evil influences of factious demagogues upon them, we must endeavour to give to the class which administers their laws, and solicits their choice, such a strain of thought, and such refinement from science, as will fashion their aims to honour, and turn their ambition to ends of usefulness and true patriotism. It has been thought that the legislative assemblies of this country are composed too exclusively of those who, accustomed from their profession to argue on either side of a question, lose the nice discrimination which should be the attribute of a statesman.* Though in no country are the members of that profes-

* Amer. Quar. Rev.

sion more honorable or more liberal than in this, or less narrowed in mind by technical learning, yet it must be thought no unimportant object, by placing the shrines of learning within the access of every class, to draw legislators from each, and thus diversify the talent of our legislative bodies, and throw into the elective meetings and assemblies another class of intelligent and discriminative minds. A last suggestion is perhaps admissible—that another sphere of ambition may thus be opened, in the pursuits of learning, to minds which now, from the want of such a sphere, and from the fashion of the country, seize on the popular career as the most obvious and the most honoured.

Germany, to whose literary institutions such frequent reference has been made, is a triumphant and truly admirable example of the benign influence of education, fashioned, as it is there, to the wants of the age and to the state of its science, on all the great interests of human society. In that country, according to the description of a writer, whom we quote in effect, though not in his own words, and who probably gives it in chief part from personal observation,* the learning of the universities is zealously turned by the youth to the practical purposes of their professions. By the multitude of competitors in all of these, the intellectual powers are stimulated to their highest action. Hence they have combined in all the branches of learning, the soundest systematic ideas with profound practical knowledge. The latter position is proved "by a number of the best improvements, discoveries and inventions, in the enjoyment of which the whole civilized world now rejoices." Liberality in the discussion of opinions and affairs has produced a general tolerance, and absorbed national prejudice, and given to their literary decisions a general reception and

* See N. Amer. Rev. No. 70.

popularity. Their genius and philanthropy; the rapid exchange of generous ideas through their public prints; the intercourse of their men of talents, of different countries; have reared an intellectual alliance which even "the Holy Alliance must respect, in order to preserve the power of the laws, and the security of the government." In this condition of intellectual improvement, civil society is safe forever hereafter against absoute power. The late revolution in France, we may add, has only justified what was predicted of her, in viewing the advanced state of her knowledge, and her wise system of education. Our own country has the most powerful reasons to foster that intelligence which has here the more grateful task of preserving that liberty which it is engaged in creating in others. Your memorialists do not suppose that all these results can be accomplished by a single institution, or that that single institution will at once produce all the fruit which it may contribute to the general stock of intelligence. Time must develope its capacities; talent and knowledge must gradually be fostered by patronage; and another generation may reap the full effect of what it is our duty to begin.

Your Memorialists therefore pray that your honourable body will accept the surrender of the property and charter of Baltimore College herewith tendered, and invest the title to the said property in the Trustees of the University of Maryland, with authority to hold and use the same for the contemplated Collegiate and Academical Department of the University, (or to sell and dispose of the same, if it be deemed more advantageous and expedient, and apply the proceeds to the purposes contemplated by said department;) and that your honourable body will, by the aid of a committee from the legislature, or by any other means best suited to the ends and purposes of this memorial, and

the just views of your honourable body herein, procure a valuation to be made upon the property of Baltimore College aforesaid, and appropriate an amount of money equal thereto, in such manner as your wisdom may best devise, to be placed at the disposal of the Trustees of the University aforesaid, to be applied to the accommodation and benefit of the students of the University who are pursuing, or may hereafter pursue, the appropriate elementary and classical studies prescribed in the academical and collegiate course connected with the organization of the Faculty of Arts and Sciences in said University. And your memorialists will ever pray, &c.

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